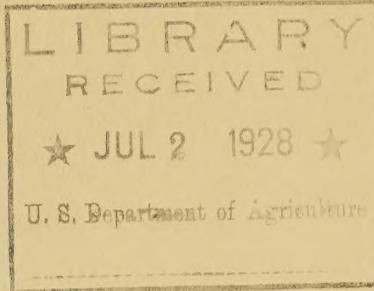


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Reports of Committees Relating to 4-H Clothing Club Work

Central States Clothing Conference

Urbana, Illinois,

May 22-24, 1928



The Relation of the Clothing Specialists to the 4-H Clothing Program

The committee on "The Relation of the Clothing Specialists to the 4-H Clothing Programs" recommend that:

1. There be a State-wide clothing program that is planned to meet the needs of the whole family, and that this program include both junior and senior work.
2. Representatives from all departments concerned help in making this program of work.
3. The plans or outlines for junior literature be discussed with a committee made up of representatives from each extension department concerned, from the resident staff and from the educational department of the college.
4. Definitely outlined literature and illustrative material be provided for the clothing project, this literature to include modern and approved methods of teaching and representing the standards of both the extension and resident clothing staff.
5. Such literature be planned to meet the needs of both the leaders and girls in the project.
6. Leaders have sufficient training meetings and get at these meetings definite concrete ideas to take back with them.
7. There be complete cooperation between resident and extension representatives on the training of judges and score cards used in judging.

Martha Foster, Ohio

Mary E. Robinson, Missouri

Edna Sommerfield, North Dakota

Amy Kelly, Kansas

R. A. Turner, U. S. D. A.

Edith Lacy, Kentucky - Chairman.

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The Correlation of Junior and Senior Clothing Programs as to Content and  
Training Local Leaders

The following recommendations are made by the committee on "The Correlation of Junior and Senior Clothing Programs as to Content and Training Local Leaders."

I. Content

1. The junior and senior clothing program should be planned together by all Clothing Specialists, Junior Club Leaders and State Home Demonstration Leaders. This program should be a part of a yearly plan of work and be made to suit the needs of the girls and women of each particular state.
2. When possible the same phases of clothing work should be stressed in both junior and senior work, but presented by different methods.
3. Standards for senior and junior work should be similar and followed by all specialists.
4. In senior and junior programs emphasis on, as well as knowledge of, selection, buymanship and health principles should be brought out with the construction programs.
5. In junior as well as senior work, quality should come before quantity of work.

II. Training Local Leaders

1. Subject matter help is needed by junior leaders as well as by senior leaders.
2. The clothing specialist should spend the proper amount of time in presenting the subject matter to junior leaders.
3. At least two subject matter training meetings should be held yearly for junior leaders. If possible the clothing specialist should meet with clubs to determine the effectiveness of the training meeting and additional needs.



4. All junior clothing club leaders and at least one older club junior member should attend <sup>subject</sup> matter training meetings. These club members will eventually become club leaders.

5. The job of the clothing specialist at training meetings is:

a. To give demonstrations on how leaders may present this subject work to their clubs insomuch as simpler methods of presentation are needed in training junior leaders than in training adult leaders.

Modern teaching methods should be used in both programs, with a variety of appeal methods for juniors.

b. Show leaders how to make and use illustrative material, and where they might turn for additional illustrative material.

c. To bring out principles of selection and buymanship along with construction problems.

d. To develop standards in clothing work.

6. Junior leaders should be invited to attend senior training meetings either as delegate or visitor and use subject matter in a form best suited for their individual clubs.

7. Senior leaders or clubs should be encouraged to sponsor and, when possible, act as leaders for junior clothing clubs in their communities.

Martha Foster, Ohio

Mary E. Robinson, Missouri

Amy Kelly, Kansas

R. A. Turner, U.S.D.A.

Edith Lacy, Kentucky

Edna Sommerfield, North Dakota - Chairman



## "Standards for 4-H Clothing Club Work"

The Committee on Standards for 4-H Clothing Club Work was unanimous in agreeing on the need for a discussion of such a subject. Probably such a need is most noticeable in interstate competitions where a lack of common standards makes judging almost impossible. We cannot in this length of time go into all of the details which we might wish to have standardized but if we do reach a few definite conclusions we will have made a beginning. We have based our report upon standards in four phases of our work - program building, literature, construction and selection, problems, and exhibits.

Our recommendations for standards in program building are:

1. All the clothing requirements should be built around one unit - the complete outfit suited to the occasion for which it is to be used. Club girls probably have three different types of occasions - home, school, and afternoon (simple parties and church.)
2. The amount of work required each year should be consistent with the length of time the project is carried on and consistent with participation in other club activities.
3. Selection should be stressed as much as construction.
4. The requirements should be flexible enough to meet the needs of each girl. In addition they should be practical and, where possible, psychological approach should be used.
5. Definite objectives for the achievement of each year's work should be established.
6. Standards should be set up for the well dressed girl as to cleanliness, neatness, posture, health, appropriateness, and a well balanced wardrobe.

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Our recommendations as to standards in clothing club literature are:

1. Frequent and thorough revision,
2. Preparation of material under the supervision of a committee made up of clothing specialists, resident clothing staff, representatives from the educational department, and club specialists.
3. Separation of organization and subject matter material.
4. More illustrative material which is better and more attractively made.
5. Closer cooperation with clothing specialists in preparation of literature.

Under construction and selection problems we have made several divisions As to what constitutes an outfit for a club girl in addition to the dress, shoes, and in some cases, hat and coat, we have the following recommendations to make:

For the Stocky Girl

Union suit or vest and bloomers  
or  
Bloomer combination  
Corselette  
Slip, if needed  
Service hose ( lisle or  
( silk

For the Slim Girl

<u>Older</u>	<u>Younger</u>
Brassiere combination	Service hose ( lisle or ( silk
Supporter belt	Slip
Combination with supporters or	Slip when needed
Bloomers with garter waist	Service hose ( lisle ( heavy ( ribbed ( silk



This brings us to the materials suitable for undergarments. For those worn next to the skin such as vest, brassiere, combinations, union suits, bloomers, and any others we recommend:

Any fabric and color

1. Fast to friction, laundering, and perspiration
2. Dainty enough not to attract attention

For slip and bloomers we recommend materials harmonizing with the dress in color. We have listed cambric, sliptex, white gingham, muslin, pongee, rayons which do not fray badly, and wash silk crepes.

For the top finish of slips we recommend the built-up top either -

1. Shaped neck line  
or
2. Bodice top shaped under the arm.

For the bloomers we recommend:

1. Band type - both at waist and knee
2. If elastic is used:
  - a. Should be narrow
  - b. That which will not shrink
  - c. Be measured correctly - not too tight
3. Combination of these two types

For shoes we recommend:

The approved shoe for work and play

The modified type for the occasional party etc.

We also wish to recommend an effort to get shoes which meet the required standards and are yet

1. More feminine in design
2. Reasonable in price

1. The first step in the process of socialization is to gain an understanding of one's own culture and of one's place in it.

2. The second step is to learn the values and norms of one's culture.

3. The third step is to learn the language and symbols of one's culture.

4. The fourth step is to learn the customs and traditions of one's culture.

5. The fifth step is to learn the social institutions of one's culture.

6. The sixth step is to learn the political and economic institutions of one's culture.

7. The seventh step is to learn the religious institutions of one's culture.

8. The eighth step is to learn the educational institutions of one's culture.

9. The ninth step is to learn the medical institutions of one's culture.

10. The tenth step is to learn the legal institutions of one's culture.

11. The eleventh step is to learn the economic institutions of one's culture.

12. The twelfth step is to learn the social institutions of one's culture.

13. The thirteenth step is to learn the political institutions of one's culture.

14. The fourteenth step is to learn the religious institutions of one's culture.

15. The fifteenth step is to learn the educational institutions of one's culture.

16. The sixteenth step is to learn the medical institutions of one's culture.

17. The seventeenth step is to learn the legal institutions of one's culture.

18. The eighteenth step is to learn the economic institutions of one's culture.

19. The nineteenth step is to learn the social institutions of one's culture.

20. The twentieth step is to learn the political institutions of one's culture.

21. The twenty-first step is to learn the religious institutions of one's culture.

22. The twenty-second step is to learn the educational institutions of one's culture.

23. The twenty-third step is to learn the medical institutions of one's culture.

24. The twenty-fourth step is to learn the legal institutions of one's culture.

25. The twenty-fifth step is to learn the economic institutions of one's culture.

26. The twenty-sixth step is to learn the social institutions of one's culture.

27. The twenty-seventh step is to learn the political institutions of one's culture.

28. The twenty-eighth step is to learn the religious institutions of one's culture.

29. The twenty-ninth step is to learn the educational institutions of one's culture.

30. The thirtieth step is to learn the medical institutions of one's culture.

For clothing club exhibits we recommend:

1. That individual garments be entered in premium lists as to purpose or occasion so that selection may be considered.
2. When it is practical to exhibit complete outfits to show standards in health, buymanship, construction and selection, that these exhibits should be accompanied by a picture of the girl wearing the hat, dress, shoes and hose. These exhibits should also be accompanied by a list showing the cost of each garment in the outfit and a statement as to the type of girl exhibiting to serve as an aid to the judge.
3. Exhibits should be simple, attractive and of such character as not to draw undue attention.
4. Complete instructions should be furnished all judges as to standards and interpretation.

Meta E. Martin, Indiana

Ruby Kassell, Iowa

Edith G. Van Deusen, Missouri

Gertrude L. Warren, U. S. D. A.

Mary McKee, Illinois - Chairman.

